

# School Libraries

*Grade 1*

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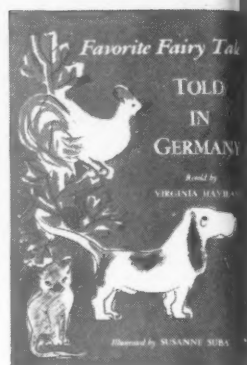
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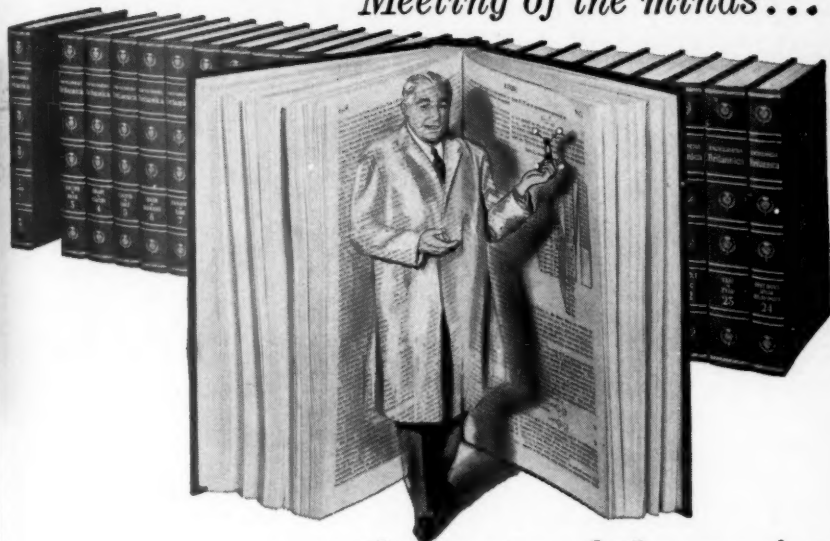
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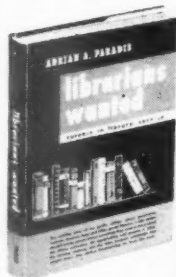
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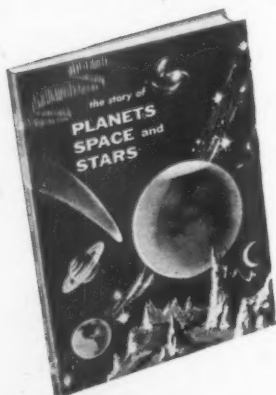
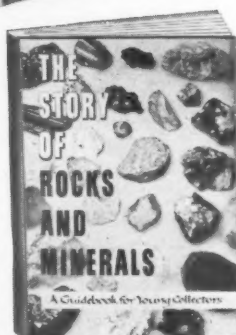
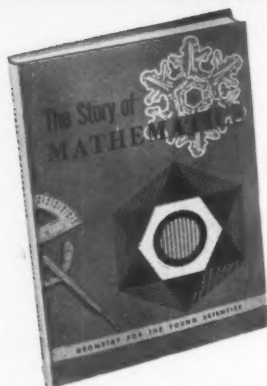
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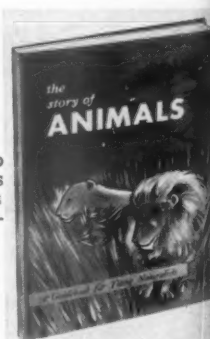
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REPORT FROM YOUR

## Executive Secretary

ELEANOR E. AHLERS

The volume of work this past year has at times seemed almost overwhelming. It falls into several categories — correspondence and other responsibilities in connection with the office; attendance at staff meetings, cooperative work with other staff members and meeting deadlines at headquarters; activities in the field, which include participation in both library and education meetings; preparing speeches, writing and editing. In addition, this year of 1958-59 has seen endless hours of work in connection with the National Defense Education Act, Standards and the Stern Family Fund Magazine Project.

Exclusive of vacations, 23% of the time of the Executive Secretary this past year has been spent in field work and conferences away from the office (excluding thirty-one Saturdays and Sundays spent traveling to and from or attending meetings). Your Executive Secretary has been a speaker at conferences of librarians in Michigan, Kansas, New York, Minnesota, Illinois, Tennessee, Wisconsin, Montana, Washington State and Los Angeles. In addition, she has participated in programs of the National Council of Teachers of English, the American Association of School Administrators, the Department of Audio-Visual Instruction of NEA and the Catholic Library Association. She attended the fall meeting of the National Organizations Round Table at Arden House; two meetings of the AASL-

ACRL-DAVI Joint Committee in Lansing, Michigan; two meetings of the overall Standards Committee, one in New York in October and the other in Washington in January; and meetings of the ALA-ABPC-ATPI *ad hoc* Committee in New York and Washington.

Correspondence continued to be as heavy as formerly, with an average of 220 letters dictated each month. Several hundred items were mailed monthly in answer to requests, and many bulk mailings of dittoed or mimeographed communications were sent to supervisors, State Assembly members, Board members, committee chairmen and others. Exhibits were assembled and shipped to ten educational conferences and to many state meetings of school librarians. Ballots about NEA affiliation were mailed to the entire AASL membership. Publicity was given to the overview and study guide of the NEA Research Study entitled "The Secondary-School Teacher and Library Services" available from the AASL office. Individual requests totaling 368 were filled from January to June.

There was little time in the busy schedule for serious writing. Most of that which was done was in preparation for talks. Resulting articles were published in *Illinois Libraries*, *School Libraries*, *Michigan Library News*, *Mountain Plains Library Quarterly* and a bibliography in the *ALA Bulletin*.

(Continued on Page 38)

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**INTERMEDIATE**

Members get six books a year, including a free bonus book. Books are mailed only to the child's home: two at Christmas, two in spring, two in fall.

Each year's selections are chosen from more than 1,000 current children's books by this experienced committee: Eleanor M. Johnson, Editor-in-Chief, MY WEEKLY READER; Leland B. Jacobs, Professor of Education, Teachers College, Columbia University; David C. McClelland, Professor of Psychology, Harvard University.

The cost of the year's six selections, if bought at a bookstore, would be \$16-\$18. Members get all six for a membership fee of only \$6.00.

All Club selections have durable hard covers, full text, and original illustrations. They are designed for permanent home libraries.

Club membership broadens reading tastes for the best books of all kinds: animal tales, folklore, fairy tales, science, fantasy, humor, adventure, biography, other lands, other times.

**CONVENIENT  
CLUB PLAN**

**NOTED  
SELECTION BOARD**

**ECONOMY**

**QUALITY AND  
PERMANENCE**

**VARIETY**

FOR DESCRIPTIVE FOLDER WRITE TO:

**WEEKLY Children's Book Club  
READER** Education Center • Columbus 16, Ohio

October, 1959



## President's Greetings

ESTHER V. BURRIN

Greetings and best wishes to all school librarians for another year of challenge and opportunity. To keep pace with the World of Today, we must seek to understand its problems and to meet its needs in order to train our Youth for a better Tomorrow. To be alert to the opportunities that come to us, we must keep ourselves informed of the current needs of the boys and girls in this changing world. We must strive to do the many tasks that lie ahead and be willing to serve whenever and wherever we can. We must be dedicated to our profession.

Each of us has a place to fill, a job to do. We must shoulder our responsibilities and do our utmost to accomplish that job in a commendable manner. No one person can carry the load alone, but by uniting our

efforts and working toward common goals, we can find the strength needed to achieve.

I have pledged myself to the work of our Association and, in turn, I ask your cooperation in furthering the cause of school libraries everywhere. Let us stand firm in our convictions, hold to the high ideals set before us, and grow professionally.

You can help your President, your school library, your boys and girls by knowing and understanding the principles and goals of AASL, by attending meetings, and by lending your support in every way. Let us work together in harmony while carrying out the tasks before us, and we shall have a prosperous and fruitful year in AASL. Can we count on you?

### Profile of President

AASL's new president, Esther V. Burrin, was recently featured in her local paper as a "pioneer" among school librarians. She has an interesting and impressive background of firsts for she was the first director of school libraries and teaching materials for the Indiana Department of Public Instruction from 1945-1953; the first Supervisor for school libraries in Indianapolis public schools, 1955-1956; and from 1956 to 1958 she was the first coordinator of school libraries to the Metropolitan school district of Washington township just outside Indianapolis. She is at present librarian of Westlane junior high school.

Esther Burrin has had teaching experience at both elementary and secondary levels and has also served in the U. S. Office of Education as school and children's library specialist. She brings to the presidency of AASL a recognition of the continuing need of the synthesis of education and librarianship as the basis of good school library service. Her ready smile and her capable mind will be evident at many AASL meetings during 1959-60 and her regular column in this periodical, "President's Greetings", will help keep the membership aware of current progress in AASL.



# School Libraries and the National Defense Education Act

MARYLYN DAVIS

High School Librarian, Greenwich, Connecticut

A well-attended symposium entitled "Strengthening School Libraries through the National Defense Act" was held on Thursday, June 25, in the NEA Auditorium with Miss Esther Burrin, President-Elect of AASL, conducting the meeting.

Mr. John G. Lorenz, Library Services Branch, U. S. Office of Education was the symposium moderator. In explaining the NDEA, Mr. Lorenz stated that the U. S. Office of Education has no direct connection with the Act which, passed in August 1958, is a more complex piece of legislation than the Library Services Act; however, the Library Services Branch is closely affiliated in an unofficial advisory capacity. Although NDEA consists of ten programs which must be administered differently and in some cases separately, two of the areas are particularly applicable to school libraries. These are Title III: Financial Assistance for Strengthening Instruction in Science, Mathematics, and Foreign Languages, and Title V: Guidance Counseling and Testing; Identification and Encouragement of Able Students. Funds appropriated for the implementation of Title III now total close to \$60,000,000 and for Title V, over \$7,000,000.

For the most part, the programs are based on state plans which in turn reflect local recommendations. State plans are submitted for the four-year period of the Act and can be revised at any time. By the end of June, 1959, forty-eight states and territories had developed effective plans.

After presenting this introductory information, Mr. Lorenz called upon

four specialists from the U. S. Office of Education who had been requested to identify certain areas of NDEA with school library cooperation and development.

Dr. Paul E. Blackwood, Elementary Education Specialist, was formerly science supervisor and teacher in elementary science education at Ohio State University. He discussed primarily the importance of the content of science books for children and was particularly concerned with the omission of historical and supplementary ideas from textbooks published for children's science classes. Dr. Blackwood stressed the need for better descriptions and explanations which could serve as guides to the children in formulating and understanding of how things operate or appear.

Dr. Marjorie C. Johnston, Specialist for Foreign Languages in the Division of State and Local School Systems, reported that language books for beginners will "center upon plausible communication situations, and the method will emphasize mimicry, memorizing, pattern drill, and dialogue practice." Language laboratories are becoming increasingly vital in today's high school programs. "The role of the library is important in this connection, since a section of the library can often be equipped for listening practice and language discs can be provided for home use as well."

Dr. Johnston further stressed the contribution of the school library in connection with the achievement of the cultural objective significant in foreign language teaching. Careful planning and cooperation by teachers



*Members of NDEA symposium — (l. to r.) Dr. Ellsworth Obourn, Dr. Carroll Miller, Dr. Marjorie Johnston, John Lorenz, Dr. Paul Blackwood, from U. S. Office of Education; and Esther V. Burrin, Chairman.*

and librarians can establish, over a period of years, a collection of printed materials which should include books in English with foreign backgrounds, authentic current information found in foreign publications such as magazines and newspapers, adventure stories, biographies of national heroes, episodes from history, school books for various subjects, children's stories, cookbooks, service manuals, games, songbooks, theater programs, travel literature, picture dictionaries and encyclopedias. This type of collection is useful for class discussion and supplementary reading.

Specialist in Secondary School Science Instruction, Dr. Ellsworth Obourn, deplored the apathy toward intellectual materials in general and science in particular. He believes that science teachers and librarians have an obligation to alleviate these conditions both through materials and method. Dr. Obourn asserted that books in school science collections should: (1) contain deep conceptual understanding of mathematics and science; (2) create serious and con-

tinuing interest in these subjects; (3) develop taste and appreciation in the field; (4) encourage creativity and imagination; (5) develop desirable attitudes and methods of thought; and (6) emphasize science as a way of thought.

Dr. Carroll Miller, Specialist for Preparation of Personnel Workers, stated that "Guidance is now a team affair . . . and the school librarian should certainly be a member of the team." He described in-service training as a very pressing need and one that requires library materials. For schools not able to afford such collections, Dr. Miller discussed the possibility of assembling and circulating kits of suitable materials.

Joint efforts on the part of the counselor and the librarian can furnish appropriate materials to parents as well as to students. Dr. Miller noted the matter of cataloging guidance materials as another example of team effort. These materials may be divided into three groups: (1) educational and occupational information

*(Continued on Page 40)*

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## Begin Now! It Is Later Than You Think

Planning ways to implement new standards

The program at the State Assembly breakfast in Washington was devoted to implementation of the new standards for school libraries, the actual publication of which will be available early in 1960. Each state association and each individual school librarian should begin at *once* planning ways to get the new standards into operation. It is the purpose of AASL's newly appointed Standards Implementation Committee to provide materials, leadership and program suggestions for implementation of the national standards, as well as to serve as a liaison committee with regional accrediting groups and with the Co-operative Study of Secondary Schools and Colleges.

**Purposes of implementation.** The major aim is therefore to direct the attention of school librarians, educa-

tors, and citizens to the job of developing school libraries, so that every child may have the school library service he needs and deserves. This means that work must be done at the local, state and national levels with library, education, and civic groups to secure support for such services. It also means that the job must be accepted by each and every school librarian as his individual responsibility.

One of the most fruitful devices used in the program at the Washington conference was the buzz session held at each table on methods of implementation. Each of the 58 tables turned in one question to which they wanted an answer. Some of these questions are answered here as a means of informing you about the work you can begin now to carry

*Presenting school library standards at the State Assembly Breakfast (l. to r.) Adelaide von Alven, Washington chairman for Breakfast; Joan Butler, Hertfordshire, England; Eleanor Ahlers; Mary Helen Mahar; Robert Amsden; Mary Gaver; Elenora Alexander; Frances Henne; Esther V. Burrin; Robert Isenberg; Doris Holmes.*



out in order to improve the school library service in your community and state by means of the new standards. The questions are given exactly as turned in by each table.

### QUESTIONS AND ANSWERS

1. *How early can parts of the standards be duplicated for state meetings in 1959?*

The AASL Board gave permission for certain portions to be mimeographed for use in states where, for example, two-year legislative programs were imminent. Your state supervisor or Association President may contact the AASL Executive Secretary if such material is considered essential in your state. At least one mimeographed copy of the document was made available to each state in July.

2. *Will there be any preliminary promotional materials available for use this fall?*

No. The Publishing Department of ALA feels that everything should be simultaneously published. AASL has already received special grants from ALA to make possible the following promotional program in addition to the material distributed normally by the Publishing Department for any ALA publication.

300 copies of the *Standards* with covering letter will be given free to a list of strategic non-library persons; the list and letter is being prepared by Virginia McJenkin of the Standards Committee.

300 copies of the *Discussion Guide* will be distributed along with the *Standards*; additional copies may be purchased by Associations and individuals responsible for setting up meetings and discussions. This *Guide* has been prepared by Mary Peacock Douglas and will probably be a 16-page leaflet costing only a nominal sum.

50,000 copies of a promotion leaflet

will be distributed free by AASL at library and educational meetings and by state associations and education officials. It has been prepared for us by Virginia Mathews, of the staff of the American Book Publishers Council, and is designed to present the "highlights" in such a way as to arouse and stimulate interest. It is primarily aimed at non-librarians.

3. *How do individual school librarians get a copy of the new standards?*

You order it from the ALA Publishing Department as soon as it is announced; watch the *ALA Bulletin* and *School Libraries*. This, of course, will need to be a part of the professional equipment of every school librarian.

4. *How can we get articles published in such magazines as the NEA Journal, state education journals and similar periodicals to impress parents and administrators and to provide information to be used in panel discussions, personal interviews, etc.?*

AASL officers have already arranged for the following publications:

The November 1959 *Bulletin* of the National Association of Secondary School Principals will be a 250 page book on "The Effective High School Library," edited by Laura K. Martin. It will contain articles by Robert Amsden, the Maplewood, N. J., Principal who made such a hit at the State Assembly breakfast, and by others who have worked on the standards. You will want to alert your principal to this and order an extra copy for yourself.

The November 1959 issue of *The Instructor* will contain a special supplement on elementary school libraries, planned by the AASL Committee on Elementary School Libraries with Ruth Foy as Chairman.

The February 1960 issue of the *ALA Bulletin* will be a special issue

on the standards, edited by Elenora Alexander. Normally, about 10,000 copies of this issue are reprinted for free distribution by AASL at the spring education meetings.

The 1960 edition of the *National Library Week Handbook* will devote the school library section to standards and ways of implementation through NLW.

It will be the job of AASL's Publications Committee to develop plans for other articles in other magazines. As suggested by one table, the women's magazines and Readers Digest should not be neglected as possibilities; this avenue is most likely to be opened up to AASL through our representative on the NLW Steering Committee (Lillian Batchelor for 1959-60). We must depend on state school library association officers, however, to carry the ball for this kind of promotion in state education magazines. This is one very important service only you can put into effect.

5. *We want to know what means of communication there are to State Superintendents of Education, especially when there is no state school library consultant?*

"A cat can always look at a king!" You can have your state school library president write directly to the state superintendent and request a personal conference to discuss this matter of vital concern to the schools of your state. Or, you can ask the President or Executive Secretary of your state education association to help you or to suggest persons who can introduce you. Don't underestimate your own importance and remember that you will be discussing a matter of vital concern to the children of your state. You should also always make use of state department of education personnel. Directors of curriculum, su-

pervisors of elementary or secondary schools will be particularly strategic and should welcome the opportunity to be of service to your organization. They can be especially helpful, too, in program planning.

6. *How can we secure the service of these effective representatives from the 21 educational agencies to interpret the standards at the state level?*

At this date, the list cannot be released because our Executive Secretary is still negotiating with these organizations the nature of the acknowledgment that will be made in the *Standards* document. Also, most of the representatives, though not all, are from the New York area; it is hoped that we can print the list in the next *School Libraries*. We can report, however, that Robert Amsden will speak at the spring conference of the NASSP. If your principal is going, be sure to tell him to attend this meeting, if no other.

7. *What is the most effective means of presenting these new standards to other educational groups?*

Almost every state has state chapters of such national organizations as the Department of Elementary School Principals, the National Association of Secondary School Principals, Association for Supervision and Curriculum Development, American Association of School Administrators, etc. Your school library officers could first of all make an appointment for a conference with several of the officers of another organization to *inform* them about your new standards. This may be followed up by an invitation on your part to attend one of your own meetings on the standards, including dinners or any other appropriate session of your conference. If these state groups have an executive secretary, never overlook the strategic importance of this official for liaison

purposes. Such activity will provide a natural setting for exchange of invitations and planning for a conference on topics of mutual concern.

8. *To what extent are the new standards reflected in the revised Evaluative Criteria?*

To a considerable extent. Liaison work of this kind was assigned to the standing committee on Standards by the AASL Board. To this end, Alice Lohrer worked during 1958 and 1959 with the staff of the Cooperative Study on the revision of "Form F" of the old *Evaluative Criteria*. The manuscript for the 1960 edition has already been reviewed by the AASL Board and by the Co-Chairman of the Standards Committee; the new *Evaluative Criteria* and our new standards will, we believe, nicely support and complement each other.

9. *With so few schools meeting the standards of 1945, what can we do to achieve the new standards?*

In the first place, this question is based on an assumption that may or may not be true; but, assuming this is true, what can you do? If it is the case, you can make use of such a situation to make your case even more shocking. One of the most important steps each school librarian can take now, in the fall of 1959, before the new standards appear, is to evaluate your school library by the old standards. Make this a formal written evaluation and if your library does in fact fall below the 1945 standards, present the material to your principal and superintendent and ask for an opportunity to discuss the situation with them. Then, when the standards appear, you will be ready to evaluate your library by the new document and to make plans with your faculty and principal for reaching the goals set by the new standards.

One final suggestion is, "Don't be

a lone wolf!" If there are other school librarians in your school district, work with them to prepare a total evaluation of the deficiencies on a system-wide basis. If you are the only school librarian, begin now discussion with your superintendent of plans for a system-wide evaluation of the school library needs in the entire school system.

10. *What help can AASL give to state school library associations?*

The ALA budget for 1959-60 has allotted to AASL the sum of \$1100.00 for six "pilot projects." It is intended to select six states which present plans for a state meeting on standards to be held between January 1 and June 30, 1960; each state will be assisted by help in program planning, payment of expenses of a nationally known speaker, and provision of some materials. If you are a state association officer and have not already received the release on this, write to the AASL Executive Secretary at headquarters for a copy.

Answers to other questions resulting from the buzz sessions will be given in the next issue of *School Libraries!*

Mary Gaver, *Chairman*,  
Standards Implementation Committee

### HOW CAN THE INDIVIDUAL SCHOOL LIBRARIAN CONTRIBUTE TO IMPLEMENTATION?

(Based on a discussion at the April 1959 conference of the Illinois Association of School Librarians)

In the individual school

Make announcements about standards.

Prepare special program on standards.

Organize workshop or teachers' meeting on topic.

During orientation week, plan an informative talk on standards and their meaning to this school.

(Continued on Page 39)



# Award and Scholarship Opportunities in School Librarianship

JANE STREBEL and MARY FRANCES KENNON

Let's be informed about opportunities available to us.

All school librarians, prospective school librarians, and everyone interested in the recruitment of good candidates for school librarianship should be aware of the following award and scholarship opportunities in school librarianship and either apply for them themselves or encourage other worthy candidates to do so.

## LOANS FOR COLLEGE STUDENTS (TITLE II) AVAILABLE IN THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Many school librarians know capable and worthy high school or college students who are interested in becoming school librarians but are unable to finance the required educational program. Informing these students of the availability of loans through the National Defense Education Act of 1958 and encouraging them to apply to the colleges and universities for them could become a positive activity in the area of recruitment. This is a growing program; federal funds available for it will almost double in the next four years.

### *Who is eligible?*

The law requires that each applicant be a full-time undergraduate or graduate student, that he be in need of financial assistance, and that he is, in the opinion of his institution, capable of maintaining good standing in his chosen course of study.

### *How many students studying for a career in librarianship qualify in this category?*

Persons training to become librarians are eligible for loans. Furthermore, those loan recipients who serve as public school librarians or teacher librarians will be entitled to have as much as 50% of their loans cancelled. This cancellation will be at the rate of 10% for each year of service, up to a maximum period of 5 years.

### *How are recipients for loans selected?*

Students are selected by a college or university itself on the basis of need and superior academic background.

### *What should the student do first, if he wishes to get a loan?*

He should find out whether the college or university of his choice is establishing a loan fund with Federal assistance. He can inquire of the institution or he can secure a free copy of the publication, THE NATIONAL DEFENSE STUDENT LOAN PROGRAM, by writing to: Student Loan Section, Division of Higher Education, Office

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*Jane Strebel is Consultant in Library Service for the Minneapolis Public Schools and Chairman of the AASL Committee on Awards. Mary Frances Kennon is the Assistant Adviser of School Libraries, State Department of Public Instruction, Raleigh, North Carolina, and is a member of the Grolier Americana Scholarship Award Committee.*

of Education, Department of Health, Education, and Welfare, Washington 25, D.C.

If it is, he should make his application to the financial aid officer of the institution. The student should remember, however, that since the amount any one institution may receive is limited, the funds may be quickly exhausted, at least in the larger institutions.

#### *Exactly how much can a student borrow?*

A student can borrow as much as \$5,000, but not more than \$1,000 in any fiscal year. Most loans, however, will probably be for lesser amounts, and there undoubtedly will not be many students requiring loans for 5-year periods.

#### *How are the loans to be paid back?*

The student's note will call for repayment in 10 equal annual installments, beginning 1 year after the date on which he stops being a full-time student. But, if the borrower wishes, he may repay in graduated periodic installments.

#### *How much interest?*

Interest rate is 3 per cent a year starting with the first payment. The money is loaned *without interest* during the years of study and for 1 year thereafter.

#### *Suppose a student finds himself in a position to pay off faster, can he do so?*

Yes, The loan may be repaid in whole, or in part, at any time within the specified limit. Interest payments will be reduced accordingly.

#### **Suggestions of Things To Do:**

Order a copy of GUIDE TO THE NATIONAL DEFENSE EDUCATION ACT OF 1958 (Catalog No. FS 5.4:553) from the U. S. Government Printing Office @ 30 cents. Information about Title IV, Fellowships, may be of additional interest to you.

Request a free copy of THE NATIONAL DEFENSE STUDENT LOAN PROGRAM from Student Loan Section, Division of Higher Education, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

Secure information about the availability of these loans through the counseling department in the institutions of higher learning in your state.

Inform every school librarian in your area about the availability of loans to college students who are preparing for a career in education including school librarianship.

Follow up on those instances in which librarians have encouraged students to take advantage of this loan program.

#### **GROLIER-AMERICANA SCHOLARSHIP IN SCHOOL LIBRARIANSHIP**

Application forms for the 1960 Grolier-Americana Scholarships in School Librarianship will be mailed in October to schools of library education throughout the United States. These scholarships, established in 1956 by The Grolier Society, Inc., of New York with funds given by the Grolier Foundation, are administered by the American Association of School Librarians of the American Library Association.

Two scholarships of \$1,000 each are awarded every year for the professional education of school librarians — one to a graduate library school, the other to a school offering an undergraduate program in library education. Two schools are selected from those applying, on the basis of demonstrated need for scholarships in school librarianship, scope of library education programs for school librarians, and the geographic locations of the institutions. According to the terms of the award, the institutions should be in different parts of the

country and should not be previous recipients of the awards. Selection of students to receive the scholarships is left to the discretion of the schools. If a school wishes, it may use the \$1,000 for more than one student.

The first Grolier-Americana Scholarships in School Librarianship were awarded in 1957 to the Department of Librarianship, Western Michigan University (undergraduate), and the School of Library Service, Columbia University (graduate). Western Michigan selected as its recipient Grace Bailey of Stockbridge, Michigan, who used the award for study toward the B.S. degree which she received in June, 1959. Miss Bailey has been appointed librarian of Clintondale High School, Clinton-dale, Michigan. She has applied for admission to a graduate library school for work on the M.S. in L.S. degree. Miss Jane Wright, Winthrop College, Rock Hill, South Carolina, received the scholarship from Columbia University and completed her Master of Science Degree in the spring of 1959.

In 1958 the Grolier-Americana Scholarships in School Librarianship went to the Department of Library Service, College of Education, University of Tennessee (undergraduate), and to the School of Librarianship, University of Washington (graduate). Mrs. Helen Smythe Lovell, of Tiptonville, recipient of the University of Tennessee scholarship, graduated in 1959 as the top-ranking student of her class of 530 students. Mrs. Darlene Penhaluric of Bellingham and Seattle was selected as the University of Washington recipient. A former teacher and public librarian, Mrs. Penhaluric received her master's degree in library science in August and will be employed this year as an elementary school librarian.

The 1959 awards were made to the

Department of Library Science, Montana State College, Bozeman (undergraduate), and the Library School, Louisiana State University, Baton Rouge (graduate). Montana State College is dividing the award among several people so that many parts of the state will benefit. Louisiana State University has awarded the scholarship to a very promising high school librarian, Mrs. Billie Monzingo.

The Award Committee hopes that many schools of library education will submit applications for the scholarships. Application forms, with a brochure describing terms of the awards and directions for application, will be addressed to the director of each school of library education. Applications should be completed and returned promptly to: Dorothy A. McGinniss, Chairman, Grolier-Americana Scholarship Award Committee, Supervisor of Library Services, Baltimore County Board of Education, Towson, Maryland.

#### GROLIER SOCIETY AWARD FOR READING GUIDANCE

The Grolier Society Award of \$500 has been presented annually since 1953 by the American Library Association to a practicing children's or young people's librarian who has carried on outstanding activities and reading guidance programs to stimulate reading among children and young people. Recipients may be either in school or public library work.

The award is financed through an annual contribution to ALA by the Grolier Society. Nominations may be made by any interested person and should be sent with five copies of a statement of achievement to Chairman, Grolier Society Award, American Library Association, 50 East Huron, Chicago 11, Illinois.

**E. P. DUTTON — JOHN MACRAE AWARD  
FOR ADVANCEMENT OF LIBRARY  
SERVICE TO CHILDREN AND  
YOUNG PEOPLE**

The E. P. Dutton — John Macrae Award of \$1,000 is made annually by the American Library Association for specialized study in an accredited graduate library school . . . planned or directed service in an established department of a public library or in a school library . . . study of library service to children or youth in the United States or abroad . . . a project or investigation which promises to have significance in the librarian's own professional growth and also contribute to the field . . . study in an institution of higher education in areas which contribute to a better understanding of library service to children and youth — such as psychology, sociology, literature or other related subjects. The award was donated to the American Library Association by

the E. P. Dutton Company in June, 1952, as a part of the centennial celebration of the company. It was accepted by the ALA Council in June, 1952.

The 1959 recipient of the award was Richard L. Darling, Assistant Professor of Library Science, School of Education, Montana State University. The award is to be used to present a series of workshops in story-telling and other children's activities in libraries. These workshops are intended to facilitate improved library service to children in Montana and serve as a pattern for similar improvements elsewhere.

Application blanks and more complete details on how one may qualify for the award may be secured by writing to the Chairman, Dutton-Macrae Award Committee, American Library Association, 50 East Huron Street, Chicago 11, Illinois.

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LOIS and LOUIS DARLING**

A re-creation of the ancient days when giant reptiles prowled the earth and winged their way through the sky.

"Illuminating text . . . vividly illustrated."—**Virginia Kirkus.**

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## MAKE THE MOST OF BOOK WEEK

By Book Week, November 1-7, the school year is well underway. Your veteran book explorers have been in and out of the library countless times and a number of your teachers have stopped by to tell you of special units they are planning. Book Week is therefore a good time to concentrate on recruiting new book explorers. Plan an event—a special exhibit, a program, a tea, a round of book talks—that will encourage the reluctant to consider the advantages of exploring books.

"I joined the Navy to see the world"—show your new recruits the world in books and try to spot a port of call they would enjoy. Readers like ordinary seamen must be trained to be explorers so they can find their bearings in the sea of words. Particularly the younger recruits must genuinely believe there are some really wonderful books to read once they learn the ropes.

For your veteran readers, the Book Week theme, "Go Exploring in Books", could be interpreted as reading widely. During this week they could study the world of books and find out which areas they still might explore. Having picked a new area they might chart a course—make a booklist of three or four titles.

Book Week is also important for parents. This is a traditional time for a parents' program about books and

for a book fair. Book Week's first theme was "More Books in the Home!" It continues to be an important one, forty-one years later!

In connection with whatever special event you, the school or the parent's group plan for Book Week, remember to contact your local paper and radio or TV station. This is one of the best possible times to see that children's books and the importance of reading get into the press, and your contribution will help.

To assist you in your Book Week campaign, the Children's Book Council has prepared a number of new materials: a poster; streamers; bookmarks; sheets of seals to decorate announcements, book reports, letters etc., category signs; matching "I am a Book Explorer" tags; and book explorer folders. All of these and more are described in your coral and black Book Week folder-order form. (If you have not received this folder write to Box S. L. Children's Book Council, 50 West 53rd St., NYC). With your order for Book Week materials will be a small folder of suggestions and a sample publicity release. The Council can also supply glossy prints of the poster and streamers if your newspaper or magazine needs them. — *Joanna Foster, Executive Secretary, Children's Book Council, Inc.*

Illustrated by  
William Pene du Bois



# VIKING JUNIOR BOOK

1959

## FUTILITY THE TAPIR

*Story and Pictures*

by **ROBERTA MOYNIHAN**

Futility never made much of a move in any direction. But one morning this torpid tapir decided to get up!

Ages 4-7 \$2.00

## THE GROUNDHOG AND HIS SHADOW

*Story and Pictures* by **KURT WIESE**

Mr. Groundhog rashly sells his shadow, but is lonely without it. How he gets it back is ticklingly told.

Ages 4-7 \$2.25



## NORMAN THE DOORMAN

*Story and Pictures* by **DON FREEMAN**

Norman, the beguiling mouse-doorman of an art museum, has a lofty ambition which, astonishingly, comes true!

Ages 4-7 \$3.00

## SPACE WITCH

*Story and Pictures* by **DON FREEMAN**

When Tilly Ipswitch tries outer space she finds that, for haunting, there's no space like home!

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## THE MAGNIFICENT PUMPKIN

By **VALDINE PLASMATI**

*Illustrated by Heidi Ogawa*

Milly and Bill had grown the pumpkin all by themselves, but it took the whole family to win first prize.

Ages 4-7 \$2.50

## NINE DAYS TO CHRISTMAS

By **MARIE HALL ETS**

and **AURORA LABASTIDA**

*Illustrated by Marie Hall Ets*

Ceci, a little Mexican girl, has her very own Christmas festival with her first piñata. Exquisite full-color drawings.

Ages 4-7 \$3.25

## MADELINE AND THE GYPSIES

*Story and Pictures*

by **LUDWIG BEBELMANS**

In a Paris aglow with Bemelmans' brilliant color, gypsies rescue Madeline when she is stuck atop a Ferris wheel.

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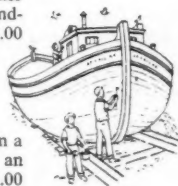
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## Report of AASL President at Washington Conference

As my term of office draws to an end, I am more than ever aware of the honor which you bestowed upon me. While the responsibilities have been heavy, the results of our association have been most gratifying. Not only have I gained personal satisfaction in what has been achieved, but also our work together has broadened in scope and vision. I have been fortunate to have had the assistance of Eleanor Ahlers, who for almost two years as executive secretary, has maintained the continuity of service necessary to a forward moving program.

During the past year, the membership of the American Association of School Librarians has made two major decisions. You will remember that you indicated through communications received from your state school library organization that you wanted SCHOOL LIBRARIES continued as a separate publication. The Board of Directors so voted, giving the magazine top priority in the 1959-60 budget request. A very capable editorial staff has been appointed to serve for the next several years. This editorial staff met this past Sunday to study the policy statement drawn up during Midwinter which sets forth staff responsibilities, and to project definite plans for improving the publication. I am confident that such a dedicated group as this one will be successful in its endeavor to make SCHOOL LIBRARIES all that you want it to be.

The other major decision was reached when you instructed the AASL Board of Directors, via a mail vote of 1574 to 74 to take steps necessary for AASL to become a department of the National Education Association while remaining a division of the

American Library Association. The ALA Executive Board gave its approval to this proposal during Midwinter. Just yesterday, the ALA Council followed suit. Next week in St. Louis, the NEA Board of Directors and in turn the NEA Representative Assembly will consider departmental status for AASL. Let me remind you that before final approval is given, the proposition has to be brought before the Representative Assembly at two successive annual conferences; namely, this year and again next year.

After much rewriting, the final draft of the *Standards for School Libraries* will soon be in the hands of the ALA Publishing Department. Copies were sent simultaneously to the representatives of the twenty educational organizations on the Standards Advisory Committee and to the president and executive secretary in each instance, to secure their approval so that the names of their respective organizations may be listed on the title page. I should like to take this opportunity to express appreciation to all those who have had a part in the revision; in particular to these two: to Frances Henne, who has worked under terrific pressures and who assumed almost sole responsibility for the final editing; to Ruth Ersted, the able co-chairman of the Standards Committee.

In connection with the Standards, it is appropriate to mention that during Midwinter the AASL Board of Directors recorded its approval of the library section of the 1960 edition of the *Evaluative Criteria* of the Co-



operative Study of Secondary School Standards. Several possible titles for the section were considered with final recommendation given to "Instructional Materials Services - Library and Audio-Visual."

The new AASL Standards Committee, through special subcommittees, will concern itself with a continuous study of the maintenance, implementation, and support not only of the standards set forth by our own organization, but also of those of regional accrediting agencies. In fact, the committee has already made definite progress in this direction.

Many of you have inquired about the omission of a discussion of school libraries in Dr. John Conant's study, "The American High School Today." For your information, since the first announcement that such a study was to be undertaken, AASL's immediate past president, AASL's Executive Secretary, and your present president have had correspondence and conversations with Dr. Conant, urging him to give consideration to school library services. The explanation which he has made is quoted herewith:

My silence on such matters as library, laboratory, and physical education facilities in the high school should not be interpreted to mean either that I consider these areas unimportant or that I consider them adequate. Because I had a limited amount of time and because these areas are covered by accrediting agencies, I concentrated on curriculum.

Dr. Conant would certainly agree with us that the comprehensive curriculum which he advocates can only be achieved with a real school library and that a real school library can only be supported by the size of school he recommends.

The passage of the National Defense Education Act of 1958 resulted, among other things, in an attempt to

explore the possibility of coordinating AASL activities with those of other organizations affected by the Act and to determine ways in which the National Act could best be implemented in furthering mutual interests. Among those approached through personal conferences or correspondence were the presidents and executive secretaries of the National Council of Teachers of Mathematics, the National Science Teachers Association, The Modern Language Association, the American Personnel and Guidance Association, and the NEA departments of Audio-Visual Instruction and Vocational Education. An evaluation of the results of these efforts will have to be made at a later date as the amount of tangible evidence of such cooperation is meager at this writing.

More satisfying results were experienced, however, when a similar approach was made to the Council of Chief State School Officers. In this instance, Dr. Lillian Batchelor was appointed to serve on a special committee of the Council to prepare a guide in which standards for the purchase of equipment and materials under Title III of the NDEA are to be set forth. Dr. Pauline O'Melia, representing the Children's Services Division and the Young Adult Services Division, was invited to assist Dr. Batchelor; also, Jean Crabtree, Chairman of the AASL Instructional Materials Committee. The particular assignment, which had to be completed in three weeks, called for the selection of a group of specialists, one each in the area of elementary science, general science, biology, physics, chemistry, mathematics, and modern languages to compile a bibliography for inclusion in the section on printed materials in the guide. A school librarian was teamed with each specialist. AASL is especially grateful to the specialists and librarians, to Dr.

Batchelor, Dr. O'Melia, and Miss Crabtree; to the Executive Secretary of CSD and YASD, and to our own Executive Secretary for the dispatch with which this assignment was accomplished.

Recently, the AASL Awards and Scholarships Committee prepared and sent to the State Assembly and to State School Library Supervisors a communication giving information on loans for college students available in Title II. Additional activities in relation to the Act carried on through the AASL office were reported by our Executive Secretary.

Now for a discussion of other publications. The Elementary School Libraries Committee has compiled a bibliography of magazine articles on elementary school libraries and is completing one of state publications. This committee is serving in an advisory capacity to Dr. Hilary Deason, Director of the Library Program of the American Association for the Advancement of Science, in setting up a policy whereby 1000 elementary schools will be selected this fall to participate in the Traveling Science Library for Elementary Schools. This exhibit is to be similar to the Traveling High School Science Library with which you are familiar. The Committee is also being consulted about a supplement to the November issue of *The Instructor*, which is to have as its theme, "A National Goal—a Central Library in Every Elementary School."

The Instructional Materials Committee is in the process of reviewing a bibliography for "the slow reader" which was prepared jointly by CSD and YASD for AASL. It will be ready for distribution in the fall. The research study of "The Secondary School Teacher and Library Services" was completed by the NEA Research

Division in October. It, along with the overview and study guide distributed by AASL, has provided material for discussion at national and state educational meetings and for individual school systems endeavoring to improve school library services at the secondary level. The promotion of the use of the study has been assured by the Secondary School Libraries Committee. In preparation for a bulletin concerning the status of school librarians, the Committee on Improving and Extending School Library Service is studying the certification requirements for school librarians. Speaking of bulletins, the one now being edited for the National Association of Secondary School Principals by Laura Martin will be a most important addition to the field of school library literature, awakening the interest of secondary school principals. This issue to which many of you have contributed is to be published in November.

The impetus which has been given to the development of school libraries is reflected in the work of AASL. Never at any time has more interest in books and reading and the need for superior school libraries been so strongly demonstrated.

When I first became active in our national professional association, I had the privilege of representing you on the ALA Council along with your incoming president. A few years later, I collaborated with her in framing the School Library Bill of Rights. During these many years of close association, I have been impressed with her qualities of leadership, her professional competency, and her balanced poise and personality. To you Esther Burrin, I now present this gavel, knowing that you will wield it wisely and well.

Elenora Alexander

## Conference Highlights for School Librarians



(Left to right) Jessie Boyd, California; Lilian Batchelor, Pennsylvania; Virginia McJenkin, Georgia.

### AASL TEA

One of the first highlights of the Washington Conference for school librarians was the tea held in the John Wesley Powell auditorium of the Cosmos Club. Gladys Miller and Elva Smith were the competent chairmen for this event.

Almost four hundred school librarians, as well as librarians from other fields and representatives from publishing houses attended. They were greeted by Esther Burrin, president-elect of AASL; Elenora Alexander, AASL president; Emerson Greenaway, president of ALA; Dorothea Dawson, secretary of AASL; Benjamin Powell, president-elect of ALA; Eleanor Ahlers, executive secretary of AASL; and Kenneth Vance, treasurer of AASL. The atmosphere of congeniality created a leisurely occasion for renewing friendships, and was a delightful preface to the many professional meetings of special interest to school librarians.

### STATE ASSEMBLY BREAKFAST

The setting, Washington, D. C. and the Mayflower Hotel; the occasion, the State Assembly Breakfast. Friends

greeted each other outside the ballroom and excitement prevailed. This was the meeting where the "Implementation of the New Standards for School Libraries" was to be presented to the AASL membership.

Miss Elenora Alexander, AASL president, greeted the membership and introduced the guests at the head table. She then presented Miss Mary Gaver, chairman of the Standards Committee for Implementation, and she in turn introduced the speakers of the morning. Dr. Frances Henne presented the "Philosophy, Framework and Highlights of the New Standards." The assembled group of four hundred and twenty AASL members expressed appreciation and gratitude to Miss Henne and Miss Ruth Ersted, co-chairman, and the members of the Standards Committee for their outstanding work and contribution to the school library profession.

Miss Gaver then introduced Mr. Robert L. Amsden who gave a talk on the "Significance of the Standards for the National Association of Secondary School Principals." Miss Doris Holmes discussed the "Significance of the Standards for the Association for Supervision and Curriculum Development." The last speaker, Mr. Robert M. Isenberg, spoke on the "Significance of the Standards for the Department of Rural Education, N.E.A." The substance of these papers will appear in print later this year.

Following the program, a roll call of states was held. All fifty states, except six, were represented, and the greatest ovation was given to the newest states, Alaska and Hawaii. Visitors from England and Canada were also present.



## STATE SUPERVISORS' MEETING

The highlights of the two-day meeting of the state and provincial school library supervisors were the discussion of educational research, particularly as it pertains to school libraries, led by Dr. Roy M. Hall, Assistant Commissioner and Director of the Division of Research and Statistics of the U. S. Office of Education and the explanation and discussion of the new school library standards by Miss Ruth M. Ersted and Dr. Frances Henne.

Dr. Hall pointed up exciting opportunities in educational research and emphasized the important function of the library in classifying it, synthesizing it and making it available. "Most communication of research has been for other researchers"; the library's role is to identify it and make it available to other users. There needs to be great change in the way we organize and disseminate information. "The librarian, of all people, ought to be the person able to help a child discover for himself". Our change from a system of education for the elite to a system of education for all was not based on research findings but represented a value judgment, Dr. Hall said.

Following Dr. Hall's presentation, Miss Mary V. Gaver made a progress report on the Rutgers study on the development of measuring devices for the elementary school library program. Miss Mary Helen Mahar reported on the study which is being made of State Department of Education responsibilities for school libraries.

A lengthy discussion of the new school library standards followed their presentation by Miss Ersted and Dr. Henne. More important than the quantitative standards are the point of view and philosophy expressed and the challenge to each school to have

its library develop as rapidly as its instructional program warrants. The quantitative standards serve as goals and need to be so interpreted to boards of education, school administrators and community groups.

Dr. John R. Ludington, Director, Aid to State and Local Schools Branch, U. S. Office of Education, talked on titles III and V of the National Defense Education Act and their implications for school libraries. It is the responsibility of each librarian to know what plans his school has for participating in the program and to know specifically what materials can be obtained which will contribute to improved instruction in the areas represented.

The organization of state and provincial school library supervisors is an informal one with no constitution, no by-laws, no dues, and no formal affiliation.

Outgoing officers are Miss Mae Graham, of Maryland, chairman, and Miss Nancy Jane Day, of South Carolina, secretary. New officers are: Chairman, Miss Louise Meredith of Tennessee and Miss Lyle Evans of Saskatchewan, secretary.

## LIBRARY BUILDINGS

Attracting 358 participants from 39 states and 9 foreign countries, the Buildings and Equipment Institute, sponsored by the Library Administration Division of ALA featured general sessions on equipment layout plans and library interiors, equipment evaluation and specification writing, resilient flooring, lighting, and heating and ventilating. School librarians analyzed and discussed specific elementary and secondary school library plans, heard from Mr. Sol Levin about considerations in writing good specifications, and evaluated a filmstrip showing remodeled elementary school libraries.

## Business Proceedings of AASL

At the ALA annual conference in Washington, D. C., the American Association of School Librarians held a membership meeting, three meetings of the Board of Directors, a program meeting on the National Defense Education Act, a State Assembly breakfast followed by a program on the Standards, a tea and reception, and a special showing of films of interest to school librarians. Several committees met, among which were Standards, Professional Relations, Grolier-Americana Scholarship, Stern Family Fund Magazine Project, Elementary School Libraries, *School Libraries* Editorial, Nominating, Awards and Scholarships, Professional Status and Growth, Instructional Materials, Improvement and Extension of School Library Services. A two-day pre-conference meeting was held by the State School Library Supervisors and a half-day meeting by the City, Town and County School Library Supervisors.

**Summary of Membership Meeting.** Nearly 500 attended the AASL business meeting held in the NEA auditorium, Thursday morning, June 25, and presided over by president Elenora Alexander. Board of Directors and guests were introduced.

The Grolier-Americana Scholarship Awards were announced by Dorothy McGinniss, chairman, and presented by Miss Alexander to Mrs. Florinell Morton, director, Louisiana State University Library School, the recipient of the scholarship for the graduate program; and to Eilene Morrison, assistant professor, Department of Library Science, Montana State College, winner of the scholarship for the undergraduate program.

Elinor Yungmeyer, chairman of the Professional Relations Committee, reported on representation at nineteen national conferences of education associations, including exhibits, school library consultant service and participation in programing. Committee members prepared instruction sheets for local chairmen and initiated work on a manual of procedures for the chairman.

Esther Burrin, chairman of the Stern Family Fund Magazine Project, reported that the Stern Family had allocated an additional \$5300 for the continuation of the project for 1959-60, which would be under the chairmanship of Mary Louise Mann. Those of the fifty-five participating schools who returned the evaluation questionnaire will be invited to receive the magazine subscriptions again, and a few others will be added to the list.

Brief reports were given by Irene Hayner, member of the Bylaws Committee, who announced that the bylaws were in the process of revision and that copies had been distributed for consideration by the membership, that they would be voted on at the 1960 conference; by Mrs. Helen Bennett, chairman of the Committee on Professional Status and Growth, who read the resolution on "Teacher Education in the Use of Instructional Materials" under consideration by the Board; by Bernice Wiese, chairman of the Committee on Planning School Library Quarters, LAD Buildings and Equipment Section, who reported on the pre-conference institute on buildings and equipment and on the progress of the filmstrip on elementary school libraries. Chairmen of committees not reporting were introduced by the president.

The executive secretary reported on the activities of the AASL office during the past year. (*This report is printed in full on page 12.*)

The president read her report of the activities of the Association. (*This report is printed in full on page 29.*)

The recording secretary was asked to read a telegram from the School Library Association of California announcing a new position of state school library supervisor in California. The president expressed gratitude to NEA for the use of their beautiful new auditorium for the meeting.

**Summary of Board of Directors Meetings.** The first meeting of the Board of Directors was called to order June 23 by the president, Elenora Alexander.

Mary Gaver, past-president, reported on the PEBCO meetings of June 19-20 and stated that the AASL budget had been accepted as presented except for a sum of \$300.00 for officer travel to professional meetings.

The Board voted to approve the appointments to the editorial staff of *School Libraries*, presented by Miss Alexander, as follows: Jean Lowrie, editor; Elinor Yungmeyer, assistant editor; and Esther Carter, production manager. A second term was confirmed for Olive De Bruler as advertising manager. Miss Lowrie reported on the work of the staff to prepare a new statement of policies and procedures for the magazine and on the plans developed for the coming year.

Eleanor Ahlers, executive secretary, reported for Dorothea Godfree, representative to the AV Commission for Public Informa-

tion, on the progress of the filmstrip on school libraries as instructional materials centers, which Miss Godfree and her committee are preparing.

Mrs. Helen Bennett, chairman of the Committee on Professional Status and Growth, presented a resolution on "Teacher Education in the Use of Instructional Materials" for consideration by the Board. It was voted to refer the resolution back to the committee for classification and some direction about its use. The chairman was asked to appear before the Board the following morning.

Jean Crabtree, chairman of the Instructional Materials Committee, read the functions of the committee as adopted at Midwinter. She then reported on committee activities in reviewing the list of sources for reluctant readers prepared at the request of AASL by CSD and YASD, in assisting with a project under the National Defense Education Act, and in the revision of selection policy statements.

Brief reports were given by Elizabeth Williams, AASL representative to COO; by Carolyn Whitenack, AASL representative on the AASL-ACRL-DAVI Joint Committee; by Eleanor Ahlers, executive secretary, on the Exhibits Round Table gift. It was voted that Esther Burrin, vice-president, be reimbursed from this fund for hotel and food expenses while attending the NEA conference in St. Louis the following week.

Other business included an announcement by the president that Mrs. Lillian Batchelor, chairman of the NEA Affiliation Committee, would present the proposal for NEA department status before the ALA Council meeting the next day. Miss Alexander also stated that the new bylaws would be distributed to the membership at the business meeting Thursday, but that no action would be taken on them until 1960. It was voted that the money left in the supplementary standards budget at the end of the fiscal year be used to reimburse Frances Henne and Ruth Ersted for expenses incurred and not billed, at the discretion of the AASL PEBCO. It was voted to supply single copies of the "Book Selection" reprint free of charge and to charge ten cents for multiple copies.

The second meeting of the Board of Directors was called to order by Elenora Alexander, president, June 24.

Miss Gaver reported on the work of the Standards Implementation Committee. All committee members were present at the June 22 meeting when plans were made to prepare sheets of information and applica-

tion forms to be sent to the states for use when requesting consideration for pilot projects as budgeted for six states. A report was also made on the progress of the discussion guide and promotion leaflet. The Board acted upon Miss Gaver's recommendation and voted to give major emphasis to the implementation of the standards through National Library Week activities and program. Olivia Way, chairman of the subcommittee to seek foundation funds to be used in implementing the standards, reported on the work of her committee. It was voted that the foundation project be ready for the fall meeting of the ALA Executive Board.

Frances Henne and Ruth Ersted, co-chairmen of the Revision of the 1945 Standards Committee, discussed the final draft of the standards with the Board members. Minor changes were suggested, especially in regard to budget and staff. Miss Henne presented statistics about the research carried out to find what the best schools in the country were doing. She expressed the belief that the first audience for the new standards is school librarians and that implementation should be geared to them. It was voted to accept the standards with changes indicated.

Mrs. Bennett, chairman of the Committee on Professional Status and Growth, presented the revised resolution entitled "Teacher Education in the Use of Instructional Materials." It was voted that the resolution be presented to the membership at the business meeting, Thursday, June 25, and that the Professional Status and Growth Committee develop a statement of policy for the implementation of the intent of the resolution.

The third meeting of the Board of Directors was called to order by the new president, Esther V. Burrin, June 27.

Ed Schofield, AASL representative on the ALA AV Committee, summarized discussions at the meetings of the committee concerning the production of tapes of book presentations, the work of the TV subcommittee with commercial producers, the problems involved in listing reviews of films in the *Booklist*, the revision of the film manual, the film festival to be held at the Montreal Conference. Board members raised the question about the difficulty of finding sources for audio-visual materials, especially filmstrips, for schools. It was voted that the AASL Board request that the ALA AV Committee and/or the ALA Publishing Department provide a continuous service for evaluating audio-visual materials for cur-

riculum enrichment. After some discussion of possible projects for research under Title VII of the NDEA, it was voted that Mr. Schofield contact personnel concerned with Title VII at the U. S. Office of Education in order to indicate AASL interest in a status survey of school libraries concerned with all instructional materials, and a study of competencies needed and kinds of training for instructional materials personnel, both to be explored as possibilities for college research; improvement of instruction in the use of the library by use of the newer media, as a possibility for a contract with a school system.

Ruth Foy, chairman of the Elementary School Libraries Committee, reported on the activities of her committee. She announced that help was being given to the editor of *The Instructor* magazine in the preparation of a special supplement on elementary school libraries with the November issue; that assistance had been given to Dr. Deason in an advisory capacity in the preparation of the new Traveling Elementary School Science Library; that a bibliography of magazine articles on elementary school libraries had been compiled; that brochures on elementary school libraries were being collected from the states.

Cora Paul Bomar, member of the joint committee of AASL and the Public Library Association, reported on the meeting and the need for the committee to have the areas defined for use in a statement on school and public library relationships. Suggestions were made by Board members.

Miss Bomar, member of the ALA Federal Relations Committee, pointed out federal bills of interest to school librarians. In answer to the question she raised about the responsibility of school library people to affect the public in regard to federal aid to education, it was voted that the AASL executive secretary should compile a mailing list for the Washington Office to expand the distribution of *Washington Newsletter*. Miss Bomar pointed out that school librarians must identify items or statistics which need to be collected.

Activities under the NDEA were discussed. The pamphlet on the use of the library by guidance personnel, for which budget was requested, was referred to the Committee on the Improvement and Extension of School Library Services.

The Board voted to accept the resolution on "Teacher Education in the Use of Instructional Materials" as rewritten by the Committee on Professional Status and Growth, which follows:

WHEREAS, Diverse materials in all fields of communication are used by teachers for optimum results in the learning process; and

WHEREAS, Each instructional medium is unique in its contribution to a specific learning situation; and

WHEREAS, Successful and efficient use of instructional materials presupposes the ability to evaluate and use materials discriminately; and

WHEREAS, Providing instructional materials to meet the needs of the curriculum is an important function of the school library; and

WHEREAS, A study made by the National Education Association in 1958, reported in *Research Monograph 1958-M1: The Secondary-School Teacher and Library Services*, found that only 13.1% of 1,448 teachers who participated in the survey had received instruction in the role and function of the school library as a definite part of their professional training; therefore

RESOLVED, That the American Association of School Librarians, favors the introduction or development of instruction in the use of printed and audiovisual materials in all teacher-training programs, and be it further

RESOLVED, That the intent of this resolution, to promote competency in the use of library resources, be conveyed in an appropriate statement to the editors of major journals of education, to national professional associations of teachers and school administrators, and to pertinent certification agencies.

After some discussion about training for school librarianship at both the graduate and undergraduate level, it was voted that the AASL Board should request the Library Education Division to undertake a study to determine the need for graduate programs in education for school librarianship.

Other business included a discussion of plans for the Montreal Conference, the announcement that the ALA Council had approved the proposal of AASL to seek department status in NEA; a motion was passed that pending adoption of the new bylaws the Board approved the members of State Assembly representing state-wide groups only.

Respectfully submitted,  
Eleanor E. Ahlers,  
Executive Secretary

## National Library Week

*A backward glance suggests future activities.*

The success of the second observance of National Library Week was due in part to the active participation and cooperation of school librarians throughout the country. In practically every state the AASL state representative for National Library Week served on the state committee. The state school library supervisor, in those states where such a position exists, was also a member of the state committee. Many school librarians and high school students served on local committees. State and local administrators and teachers in every subject field worked with school librarians, pupils and parents to emphasize, both within the school and in the community, the importance of books and libraries to the total educational program.

In most schools, emphasis was still on in-school activities, but there were more schools reporting school-community projects than last year. There were special announcements on public address systems, pictures and articles in school papers, special bulletin boards calling attention to books and reading, class assignments by many departments in the school featuring the library and reading, posters and bookmarks furnished by the art department, open house or teas for faculty and parents, and special assemblies.

Thousands of school-community projects conveyed the enthusiasm of children for books and interpreted the role of the school library. In many towns there were displays of school projects with related books in downtown store windows.

All states reported good radio and TV coverage. In some schools panels composed of librarians and students discussed books, the importance of reading or the value of school libraries. In Kansas, students gave book reviews over the radio each day of the week. In Washington, short plays composed by fifth grade students were taped and broadcast. In Wyoming, top story-tellers in a high school home economics class on child care told stories over a local radio station all through the week.

Newspapers throughout the country cooperated extensively with school librarians in observing National Library Week. In Washington, a county paper printed an article written by a librarian on "The Function of Elementary School Libraries and How They Provide for Varying Abilities of Children". In Maine, the first page of the feature section was devoted to an article on "The Library and Its Place in the Life of a Child". In Arkansas City, Kansas, elementary school children wrote short essays for inclusion in a two-page spread in honor of National Library Week.

This year there was definitely more widespread observance of National Library Week. Although reports were received from only thirty states, it is indicated that there were activities in the other states which were not reported. Perhaps next year every school librarian will report her activities to her state representative so that there will be a true picture of AASL participation in National Library Week.

## EXECUTIVE SECRETARY

(Continued from Page 12)

Your Executive Secretary helped in the preparation of the ALA brochure "Library Opportunities in the National Defense Education Act." Through the AASL office more than 35,000 copies of the leaflet were sent to state departments of education for distribution throughout the states. Several thousand have been sent since that first large mailing in answer to individual requests totaling 678 from January through May. Some of these requests have required individual letters of explanation. Other activities included a first release about the Act mailed to nearly 600 school library supervisors, state superintendents of public instruction, and state library agencies in October; 4,391 to AASL members in November; a request for assistance in the distribution of the brochure from state departments of education in December; shipping of bundles, with covering letters, to all states in January; releases sent to library periodicals.

It has been with some pride that the AASL Executive Secretary has pointed to the contributions of school librarians in the total ALA picture or in activities transferred to other divisions. The outstanding work of Ailine Thomas and her committee for National Library Week resulted in an increase of NLW activities among school librarians. Ray Erbes has represented AASL ably in membership; Lillian Batchelor, in NDEA activities; Bernice Wiese, as chairman of the subcommittee of LAD on Planning School Library Quarters; Mary Louise Mann, as chairman of the School Library Technical Services Committee of RTSD; Carolyn White-nack, as a member of joint committees with DAVI and NEA. We are proud, too, that Mary Gaver will serve

as chairman next year for the NEA-ALA Joint Committee and that Agnes Krarup will be the official ALA representative to the Council of National Organizations on Children and Youth for the 1960 White House Conference on Children and Youth. These are only a few AASL members who represent the Association ably in other areas of ALA work. Many more do the same in regard to education associations. Most important of all is the work of those who have helped in bringing the Standards to completion.

The school library program is an exciting one as viewed from the AASL office and as seen out in the field. The leadership and work of the two presidents with whom it has been a privilege to work—Mary Gaver and Elenora Alexander—have been outstanding. Both have made a distinguished contribution to the program of the Association. This has been an especially hard working group of Board members who one hundred per cent attended nearly twenty hours of Board meetings at the 1959 Midwinter Conference. It is with anticipation that your Executive Secretary looks forward to working with your president-elect, Esther Burrin, and the incoming vice-president, Elizabeth Williams. Every member of AASL has a definite responsibility to work with these new officers and the Board and Standards Committee members in promoting understanding and utilization of the new school library standards.

It has indeed been a pleasure to become acquainted with school librarians throughout the country during these past two years. Your many courtesies have been deeply appreciated.



## BEGIN NOW!

(Continued from Page 20)

In the school district

Work with PTA group on program centered on standards — perhaps using students in skits to compare present library and its weaknesses brought out by comparison with standards statement.

Plan filmstrip on implementation.

Present written or oral report to Board of Education — either present it personally or do groundwork for principal or superintendent presentation.

Stimulate community groups (e.g. Lions, Jaycees, Rotary, etc.) to feature school library standards in their program; volunteer to speak.

Prepare pamphlets, TV skit or radio program for local distribution.

Work up comparative statistics for school library in each school and how it compares with national standards.

In regional groups within the state

Volunteer to plan regional meetings (county or larger) for standards discussion and implementation.

Attend meetings of State Education Association, ASCD, teacher institutes — come with principals and plan to have regional round tables on school library standards.

Have speakers available to speak at regional education meetings.

Work through county superintendent to distribute publicity and information on standards.

At the state level

Advocate higher state aid to provide additional funds for implementation.

Attend state school library meetings and plan program around implementation. May be more effective in some states to have regional groups or type-of-library groups meet to compare status and possible implementation on a regional basis. Perhaps principals could attend such a meeting. No general speaker would be necessary — just a real work session.

### IN SUMMARY:

An individual librarian can contribute to implementation by AWAKENING COMMUNITY AND SCHOOL INTEREST IN THE SCHOOL LIBRARY, by studying the standards publication, being aware of state and national publicity, evaluating her own library, preparing planning program for library, and taking steps mentioned above (in fact initiating all activity) in her own school and school district.

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## NDEA

(Continued from Page 16)

for use by the student and the counselor: (2) materials on problems and aids for the use of counselors, teachers, parents and other adults. In regard to the first category, the speaker mentioned the miscellaneous nature of the materials, such as college catalogues, softbound material, unbound briefs and leaflets, and the relatively few bound books. In systematizing the processing of these materials, Dr. Miller stated that there had been little communication between guidance departments and librarians. "There is need for devising a system which is workable for counselors, which can be integrated to the needs of both small and large schools, and which can accommodate the wide range of materials involved."

The comments of these four educators should be of immediate concern and interest to school librarians both for the current school year and in the future.

### SPECIAL NDEA MATERIALS

From U. S. Department of Health, Education and Welfare, Office of Education, Washington 25, D. C.:

Carlson, T. E., "Guide to the National Defense Education Act of 1958" Free.

Snader, D. W., "Mathematics Books for Mathematics Teachers" Free.

Snader, D. W., "A Selected List of Professional Reference Books on the Teaching of Secondary School Mathematics" Free.

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Obourn, E. S. and Koelsche, C. L., "Aids for Teaching Science: Professional Books and Magazines for the Science Teacher" Free.

Obourn, E. S. and Koelsche, C. L., "Aids for Teaching Science: Selected Federal Government Publications Lists Related to Science" Free.

## Publications of Interest to School Librarians

*Purchase Guide for Programs in Science, Mathematics and Modern Foreign Languages.* Prepared by the Council of Chief State School Officers with the assistance of Educational Facilities Laboratories, Inc. Ginn and Company, 1959. \$3.95. 336 pp. (paperbound).

"This *Purchase Guide* is a service document to assist in the wise economical purchase of materials, apparatus and equipment for improving instruction in the sciences, mathematics and modern foreign languages in elementary and secondary schools." It is to be used in administering Title III of the National Defense Education Act. It was prepared under the direction of the Committee of Seven representing the subject area fields. Among other groups credit is given to the American Library Association, American Association of School Librarians, American Book Publishers Council and American Textbook Publishers Institute, and in particular to Mrs. Lillian Batchelor, Supervisor of Secondary School Libraries in Philadelphia, for work done in the preparation of the bibliographies of printed materials. Mrs. Batchelor was assisted by Pauline O'Melia, President of the Young Adult Services Division of ALA, and a group of six other school librarians and ten specialists in five areas of science, and in elementary and secondary mathematics and modern foreign languages.

The November issue of the *Bulletin of the National Association of Secondary-School Principals* will have high school libraries as its theme. AASL, under the chairmanship of Mary Gaver, past president, did the initial planning with NASSP. Laura Martin, Department of Library

Science, University of Kentucky, is the guest editor. Articles will include those on promising practices in secondary school libraries, reading guidance, supervision, personnel, school library design, various aspects of service, standards, book selection, etc. Single issues of the *NASSP Bulletin* sell for \$1.50 and may be purchased from NEA.

NEA has made available for distribution from the AASL office a reprint in an attractive 6-page leaflet of the overview of the Research Study *The Secondary-School Teacher and Library Services* and a brief study guide. This is excellent material to be used in evaluating use of the library in a single school or as the basis for group discussions with librarians, administrators and teachers. Single copies of the overview and the study guide may be ordered from the AASL office free of charge; multiple copies of the overview sell for ten cents each; of the study guide, five cents each. There is a ten per cent discount for quantities of 100 or more. The publication in entirety may be purchased for fifty cents from NEA.

The November issue of *The Instructor* will contain a special supplement on elementary school libraries prepared by Ruth Foy, chairman of the AASL Elementary School Libraries Committee. It will include a description of her school library program where she is librarian for the elementary school libraries in the Baldwin-Whitehall Schools, a suburb of Pittsburgh. Articles will be written by administrators, teachers, librarians and children. Reprints of the supplement will be available from the AASL office.

## CURRENT RESEARCH

In the past few years, studies sponsored by the Cooperative Research Program of the United States Office of Education, as well as the increasing volume of work being done by graduate schools of education and graduate library schools, have produced a real reservoir of material of *potential* help to the practicing school librarian. In an effort to make this material more quickly useful to the profession, the editorial board of *School Libraries* is inaugurating in this issue a column designed to report such studies to AASL members.

Bruce K. Bothwell (1) has focused an important study on the non-instructional staff, non-maintenance current expenditure, which represents only ten to fifteen percent of the annual cost of operating public schools. These he calls "small item expenditures," which include textbooks, classroom supplies, art and music supplies, *audio-visual supplies, library books, science supplies, guidance materials, board of education and teacher travel, public relations activities, and the like.* The study is based on replies from 71 school districts which are members of the Associated Public School Systems, organized for research purposes by Dr. Paul R. Mort and his associates at Teachers College, Columbia; distributed among all geographic areas of the United States, the bulk of the districts answering have over 2000 weighted pupils in average daily attendance. Records on the small item expenditures were studied statistically in relation to certain measures known to be closely related to school quality (as rated on the *APSS Score Card*). Data in the tables, however, are based only on expenditures per elementary pupil unit.

The small item expenditures listed

above were classed in three categories: Quality Improvement (including a-v supplies, library books, supplementary readers, etc.), Quality Related (e.g. staff travel), and Basic (e.g. textbooks). The study reveals the following findings: Expenditures for small items is a vital force in achieving quality education. As schools increased their expenditures per pupil, they spent more slowly for basic supplies, and began increasing expenditures for quality improvement and quality related materials. Furthermore, "communities with greater wealth did not spend as much for small items as did communities making greater effort. Consistently, districts that raised more money locally, regardless of their wealth, spent more for both Quality Improvement and Quality Related Materials." (p.9)

The author makes a special point of the significance of these findings for community involvement in school programs — and, inferentially, in the development and improvement of school libraries. "Where community effort is strong, and its support of the schools is vigorous — regardless of the wealth factor — more money tends to go into enriching materials of instruction." (p.9) Such a study can provide positive ammunition for the school librarian and administrator who are setting up a library program to meet the goals of the new AASL standards for quality in school libraries.

Although the negative side is emphasized in two important NEA studies, they too can be equally useful if tied in to a program of faculty and community involvement. *Mathematics and Science Teaching and Facilities* (2) is based on 1786 replies to a questionnaire, representing a 31.3% return. Weighted data are presented on the assumption that the sample is

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reasonably typical of all secondary schools. The report presents information on the schools; the mathematics and science faculty, programs, and facilities; money spent and needed for science teaching; and serious limitations on programs of mathematics and science instruction.

An impressive amount of curriculum revision in these two fields has taken place. For example, 51.3% of all secondary schools have already completed a curriculum revision project in science or mathematics and 57.5% reported projects in one or more subjects now in process. If you are in such a school, what have you done to see that your library collection has been brought up to date? The study also reports in detail on needs in science facilities; of particular importance to school librarians is the fact that almost one-fourth of all secondary schools report a need for suitable science reference materials. Librarians, faculty, and administrators will find this report worthy of careful study in detail.

It should be used, however, in conjunction with the earlier NEA study, carried out in cooperation with AASL (3). This used the same research procedures as the Science Facilities study and was based on 1468 replies, representing a return of 29.4%. Data in the library study provide an opportunity to study use of the school library by science and mathematics teachers, the science teachers consistently being classified among the three major users of the library and the mathematics teachers with equal consistence being found among the minor or non-users of the school library. A glance at such book selection aids as the *Standard Catalog for High School Libraries* will reveal the paucity of help given there for building up reference collections deficient in mathe-

tics and science. The librarian who is bibliographically knowledgeable can correct this lack; an equally important job, however, is to enlist your science and mathematics faculty in a study of the services they need which you can provide. Have you secured a copy of the "Study Guide on School Library Services" (4) prepared by the NEA for use in faculty meetings? The questions asked in this NEA study can provide a take-off point for a real program of development of your services.

It will be our purpose in succeeding issues to provide brief abstracts of a few research studies selected on the basis of the following criteria: (1) educational research related to school library problems; (2) research on school libraries as such; (3) material that is generally available, i.e. not limited to interlibrary loan. An effort will be made in every case to point out the uses or values of the research to the librarian "on the firing line."

- (1) Creative Expenditures for Quality Education. Associated Public School Systems, 525 W. 120th St., New York 27, N. Y. 25p. mimeo. \$1.00.
- (2) N.E.A. Research Division. Research Monograph 1959 M-1. 49p. Single copy \$.50; 2-9 copies 10% discount; 10 or more copies 20% discount.
- (3) N.E.A. Research Division. The Secondary-School Teacher and Library Services. Research Monograph 1958 M-1. 37p. For prices see (2) above.
- (4) Write either to Department of Classroom Teachers, NEA, 1201 Sixteenth St., Washington 6, D. C., or to AASL, 50 E. Huron St., Chicago 11, Illinois, for free copies.

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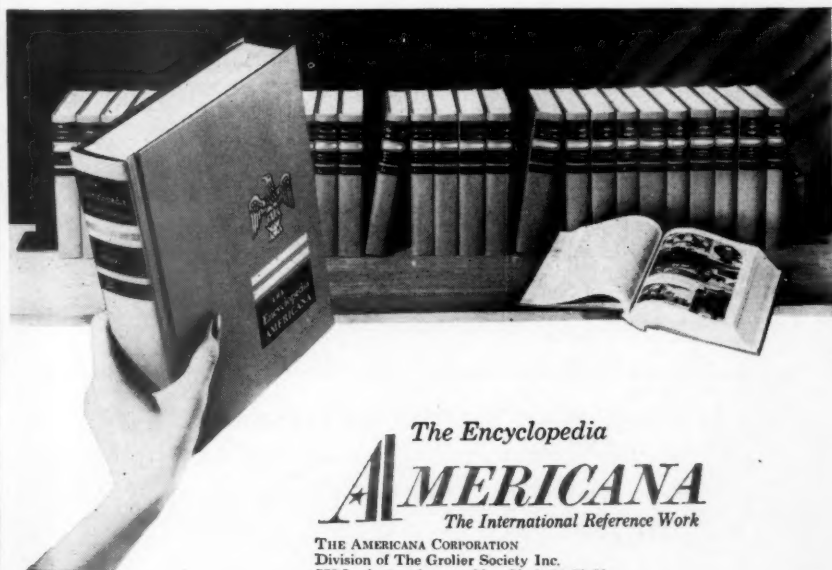
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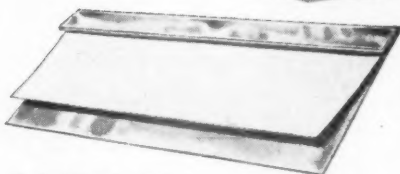
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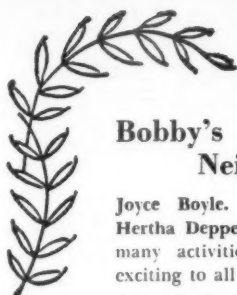
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### CALENDAR

The Department of Rural Education, October 23-24, 1959. Seattle, Washington. Olympic Hotel. Sarah Dickinson, AASL observer.

The Division of County and Rural Area Superintendents, October 25-28, 1959. Olympic Hotel. Seattle, Washington. Gladys Lees is planning a program.

National Association of Educational Broadcasters, October 26-30, 1959. Detroit, Michigan. Sheraton-Cadillac Hotel. Charlotte Coye, AASL observer.

National Council of Teachers of English, November 26-28, 1959. Denver, Colorado. Florence Foltz is local chairman.

National Council for the Social Studies, November 26-28, 1959. Kansas City, Missouri. Lavinia Bright is local chairman. Helen Carpenter has been asked by NCSS to arrange a program on the school library. Crystal McNally and Ruth Hanson will appear on program.

### COVER PICTURE

AASL Board of Directors meeting - (Reading counterclockwise) Rachel DeAngelo, Director; Miriam Peterson, Councilor; Marylyn Davis, Councilor; Alice B. McGuire, Director; Elinor Yungmeyer, Director; Esther V. Burrin, President-elect; Elenora Alexander, President; Eleanor Ahlers, Executive Secretary; Kenneth Vance, Treasurer; Dorothea Dawson, Recording Secretary; Rheta Clark, Director; Mary Gaver, Past-President; Edna Ziebold, Director; Lyle Evans, Director; and Sara Fenwick, Councilor.



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